***HOW TO READ A…Delaware English Language Arts Literacy Concept Organizer***

**The ELA Literacy Concept Organizers\*** were created to assist teachers in aligning their instruction to the Common Core State Standards in ELA. These ELA Literacy Concept Organizers are not replacements for teachers’ individual units. They are deconstructions of the Common Core State Standards.  These Literacy Concept Organizers are a resource from which teachers can select appropriate *Knowledge*, *Understandings*, and *Dos* to develop their own unit(s) of instruction.

***Knowledge*:** Refers to information such as vocabulary terms, definitions, and facts that may or may not need explicit instruction, however, are the foundation on which the lesson will be built.

***Understandings:*** Refers to the important ideas, principles, and generalizations that allow students to make connections and see patterns and relationships among content.  These are the goals of the instruction, outcomes you expect to achieve.

***Dos:***Refers to demonstration of skills.  These are the skills that require explicit instruction.  By the completion of a lesson/unit, students should have mastered the selected skill(s).

**GRADE 1-Key Ideas and Details**

**The shaded areas highlight both the College and Career Readiness Anchor Reading Standard Key Ideas and Details and the CCSS for the grade level indicated.**

**Informational Reading Standard 1**

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| **College and Career Readiness (CCR) Anchor Reading Standard Key Ideas and Details (1):** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | |
| **CCSS – Grade Specific Reading Standard 1 (Informational)** | | |
| **Grade K:** With prompting and support, ask and answer questions about key details in a text.  **This arrow indicates the CCSS of grade level prior to the grade level you are working. This allows you to see the progression of from grade to grade.** | **Grade 1: Ask and answer questions about key details in a text.** | **Grade 2:** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in the text.  **This arrow indicates the CCSS of grade level above the grade level you are working. This allows you to see the progression of from grade to grade.** |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural, Application and Extended Thinking)** |
| * Texts * Questions * Answers * Key details * Predictions * Inferences   **These recursive strategies are the basic reading strategies that students must know and use to become successful readers.  Some of the strategies are not explicitly stated in the Common Core State Standards for ELA.**   * Background knowledge * 5 W’s + H questions (who, what, where, when, why and how) | * Authors include key details in informational texts which can help a reader ask and answer questions. * Good readers know a question is different from a statement and requires an answer. | * Make reasonable predictions as they read * Use information from the text and background knowledge to make inferences * Ask and answer questions which begin with who, what, where, when why, and how   **The Know, Understand and Do columns align to the shaded grade level.**   * Ask and answer questions about key details in a text |
| **CCSS – Grade Specific Reading Informational Standard 10 (Grade 1)**  With prompting and support, read informational texts appropriately complex for grade 1.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | |

**Reading Recursive Strategies:**

* **Assimilating prior knowledge**
* **Rereading to clarify information**
* **Seeking meaning of unknown vocabulary**
* **Making and revising predictions**
* **Using critical and divergent thinking and assimilating prior knowledge to draw conclusions**
* **Making connections and responding to text**

**These recursive strategies are the basic reading strategies that students must know and use to become successful readers.  Some of the strategies are not explicitly stated in the Common Core State Standards for ELA.**

**GRADE K-Craft and Structure**

**Informational Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):** Integrate and evaluate content  presented in diverse media and formats, including visually and quantitatively, as well as in words. | | | |
| **CCSS – Grade Level Reading Standard 7 (Informational)** | | | |
| **Grade K: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).** | | **Grade 1:** Use the illustrations and details in a text to describe its key ideas. | |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Topic * Text details * Graphics/images/illustrations (e.g., photographs, diagrams, simple charts, graphs, maps) | * Authors use illustrations and details in a text to present information. * Good readers use illustrations to enhance their understanding of text. | | With prompting and support -   * Identify the topic of a text * Identify details (e.g., person, place, thing, idea) in a text * Describe information contained in illustrations contribute to the text * Describe the relationship between illustrations and the text in which they appear |
| **Range of Reading and Level of Text Complexity**  **CCSS-Grade Specific Standard 10 (Grade K/Kindergarten)**  Actively engage in group reading activities with purpose and understanding.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | |

**GRADE 1-Craft and Structure**

**Informational Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):** Integrate and evaluate content  presented in diverse media and formats, including visually and quantitatively, as well as in words. | | | | |
| **CCSS – Grade Level Reading Standard 7 (Informational)** | | | | |
| **Grade K:** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | **Grade 1: Use the illustrations and details in a text to describe its key ideas.** | | | **Grade 2:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Key ideas * Text details * Graphics/images/illustrations   (e.g., photographs, diagrams, simple charts, graphs, maps) | | * Authors use illustrations and details in a text to present their key ideas. * Good readers use the illustrations and details available in a text to enhance their understanding of an informational text(s). | * Identify and describe key details that relate to the illustrations * Describe the relationship between illustrations and the text in which they appear * Identify the key idea(s) of the text * Use information from illustrations and details from the text to describe its key ideas | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 1)**  With prompting and support, read informational texts appropriately complex for grade 1.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | | |

**GRADE 2- Craft and Structure**

**Informational Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):** Integrate and evaluate content  presented in diverse media and formats, including visually and quantitatively, as well as in words. | | | | |
| **CCSS – Grade 2 Reading Standard (Informational)** | | | | |
| **Grade 1:** Use the illustrations and details in a text to describe its key ideas. | **Grade 2: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.** | | | **Grade 3:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Characteristics of an explanation * Key ideas * Graphics/images/illustrations (e.g., photographs, diagrams, charts, graphs, maps) | | * Authors choose details and illustrations to include in an informational text in order to convey meaning. * Good readers use the details and illustrations available in an informational text to make meaning of the text(s). | * Identify the information presented in specific images (e.g., photographs, diagrams, charts, graphs, maps) * Use information from graphics/ illustrations/images and words from the text to make meaning * Explain how specific images contribute to and clarify a text. | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 2)**  By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | | |

**GRADE 3- Craft and Structure**

**Informational Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):** Integrate and evaluate content  presented in diverse media and formats, including visually and quantitatively, as well as in words. | | | | |
| **CCSS – Grade Level Reading Standard 7 (Informational)** | | | | |
| **Grade 2:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | **Grade 3: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).** | | | Grade 4: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Central idea * Key details including where, when, why and how events occur * Graphics/images/illustrations (e.g., photographs, diagrams, timelines, charts, graphs, maps) | | * Authors choose details and illustrations to include in an informational text in order to convey meaning. * Good readers use the details and illustrations available in an informational text to make meaning of the text(s). | * Identify the information presented in specific images (e.g., photographs, diagrams, charts, graphs, maps) * Integrate information from graphics/images/ illustrations with words from the text to make meaning * Explain how the information contributes to an understanding of the text in which it appears * Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 3)**  By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | | |

**GRADE 4-Craft and Structure**

**Informational Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):** Integrate and evaluate content  presented in diverse media and formats, including visually and quantitatively, as well as in words. | | | | |
| **CCSS – Grade Level Reading Standard 7 (Informational)** | | | | |
| **Grade 3:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | **Grade 4: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.** | | | **Grade 5:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Characteristics of interpretation * Graphics/images/illustrations (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on Web pages, audio, video) * Kinds of contributions (e.g., clarifies, illustrates, exemplifies, opposes, provides background) * Media formats (e.g., visual, oral, quantitative) | | * Authors choose details and illustrations to include in an informational text in order to convey meaning. * Good readers use the details and illustrations available in an informational text to make meaning of the text(s). | * Identify the information presented in specific images (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on Web pages, audio, video) * Integrate information from graphics/images/ illustrations with words from the text to make meaning * Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) * Interpret how information presented visually, orally or quantitatively connects to text (e.g., clarifies, illustrates, exemplifies, opposes, provides background) * Explain how the information contributes to an understanding of the text in which it appears. | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 4)**  By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | | |

**GRADE 5-Craft and Structure**

**Informational Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):** Integrate and evaluate content  presented in diverse media and formats, including visually and quantitatively, as well as in words. | | | | |
| **CCSS – Grade Level Reading Standard 7 (Informational)** | | | | |
| **Grade 4**: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | **Grade 5: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.** | | | **Grade 6:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Digital sources * Graphics/images/illustrations (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on Web pages, audio, video) * Media formats (e.g., visual, oral, quantitative) * Relevant vs. irrelevant information * Reliable vs. unreliable resources | | * Authors present information in diverse formats and media. * Readers’ and viewers’ make choices about the most efficient way to retrieve information. * Good readers’ and viewers’ use information from a variety of text/media sources to answer questions and solve problems. | * Identify media sources * Differentiate between relevant and irrelevant information * Differentiate between reliable and unreliable resources * Deconstruct questions/problems to identify needed information * Access media sources to solve a problem or answer a question * Use relevant information to solve a problem or answer a question * Use a variety of media sources to solve a problem or answer a question * Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 5)**  By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | | |

**GRADE 6-Craft and Structure**

**Informational Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):** Integrate and evaluate content  presented in diverse media and formats, including visually and quantitatively, as well as in words. | | | | |
| **CCSS – Grade Level Reading Standard 7 (Informational)** | | | | |
| **Grade 5**: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | **Grade 6: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.** | | | **Grade 7**: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Media formats (e.g., visual, oral, quantitative) * Text and media topic/message/issue * Relevant vs. irrelevant information * Reliable vs. unreliable resources * Print or digital sources/images/illustrations (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on web pages, audio, video) | | * Authors make decisions about their presentation of information in order to convey a specific message. * Readers’ and viewers’ develop a coherent understanding of topics or issues by integrating information from a variety of media or formats. | * Distinguish between relevant vs. interesting or irrelevant information * Distinguish between reliable vs. unreliable resources * Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 6)**  By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | | |

**GRADE 7-Craft and Structure**

**Informational Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):** Integrate and evaluate content  presented in diverse media and formats, including visually and quantitatively, as well as in words. | | | | |
| **CCSS – Grade Level Reading Standard 7 (Informational)** | | | | |
| **Grade 6:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | **Grade 7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).** | | | **Grade 8:** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Compare * Contrast * Text and media topic/message * Media formats (e.g., visual, oral, quantitative) * Author’s purpose/intention * Delivery of information (e.g., speech, digital, documentary, podcast) | | * Creators and presenters of written, visual, and audio texts influence their audiences through the choices they make. * Good readers’ and viewers’ understandings and perceptions of a topic or idea are affected by the ways in which information or details are presented. | * Describe how text/media present information * Identify aspects of text/media that reveal an author’s purpose/intention * Compare and contrast a text to an audio, video, or multimedia version of the text * Analyze each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words) | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 7)**  By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | | |

**GRADE 8-Craft and Structure**

**Informational Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):**  Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | | | | |
| **CCSS – Grade Level Reading Standard 7 (Informational)** | | | | |
| **Grade 7**: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | **Grade 8: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.** | | | **Grade 9-10:** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | | | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Characteristics of an evaluation * Compare * Contrast * Text and media topic/message * Author’s purpose/intention * Audiences’ needs * Media formats (e.g., visual, oral, quantitative) * Media types (e.g., print and digital sources, audio, video, live, multimedia, documentary, podcast) | | * Creators and presenters of written and visual text choose media forms and formats to present a particular topic or idea for specific audiences. * Good readers’ and viewers’ understandings and perceptions of a topic or idea are affected by the ways in which information or details are presented. | * Identify how text/media present information * Identify aspects of text/media that reveal an author’s purpose/intention * Analyze the advantages and disadvantages of different media * Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 8)**  By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | | |

**GRADE 9-10-Craft and Structure**

**Informational Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):**  Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | | | | |
| **CCSS – Grade Level Reading Standard 7 (Informational)** | | | | |
| **Grade 8**: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | **Grade 9-10: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.** | | | **Grade 11-12:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Characteristics of an analysis * Emphasis * Compare/contrast * Text and media topic/message * Author’s purpose /intention * Audiences’ needs * Media formats (e.g., visually, quantitatively) * Media types (e.g., print and digital sources, audio, video, live, multimedia, documentary, podcast) | | * Creators and presenters of written and visual text choose details to present a particular topic or idea relevant for a specific audience and purpose. * Good readers’ and viewers’ understandings and perceptions of a topic or idea are affected by the ways in which information or details are selectively presented. | * Compare how different text/media present information about the same subject * Identify aspects of text/media that reveal an author’s purpose/intention * Analyze the details included (and excluded) in different versions of an account * Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print andmultimedia),determining which details areemphasized in each account | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 9)**  By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **CCSS- Grade Specific Reading Standard 10 (Grade 10)**  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | | |

**GRADE 11-12-Craft and Structure**

**Informational Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):**  Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. | | | |
| **CCSS – Grade Level Reading Standard 7 (Informational)** | | | |
| **Grade 9-10:** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. | | **Grade 11-12: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.** | |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Characteristics of an evaluation * Resources relevant for solving specific problems/questions * Media formats (e.g., visual, oral, quantitative) * Media types (e.g., print and digital sources, audio, video, live, multimedia, documentary, podcast) | * Writers present information in diverse formats and media. * Readers’ and viewers’ make choices about the most efficient way to retrieve information. * Good readers’ and viewers’ use information from a variety of text/media sources to answer questions and solve problems. | | * Identify sources of information that can be used to address a question or solve a problem * Evaluate which details/information from different sources can be used effectively to address questions or solve problems * Integrate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 11)**  By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  **CCSS- Grade Specific Reading Standard 10 (Grade 12)**  By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.  **Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**  Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics | | | |